DOCUMENT RESUME

ED 151 348 SP 012 365

AUTHOR Roth, Robert A., Ed.
TITLE Performance Based Teacher Certification: A Survey of the States, 1976.
INSTITUTION Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.
PUB DATE 77
NOTE 43p.; For related documents, see ED 070 753 and ED 095 184

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Accountability; *Educational Assessment; Individualized Instruction; *National Surveys; *Performance Based Teacher Education; State Boards of Education; *State Standards; Teacher Certification; *Teacher Education; *Trend Analysis

ABSTRACT

The first survey of states regarding performance-based teacher certification was conducted in 1972, and a second survey was conducted in 1974. This 1976 report is a follow-up study of the previous surveys. The information provided in this report was obtained by requesting a description of activities directly from each state department of education. In an effort to determine if any trends have developed since 1974, the descriptions provided in the 1974 survey were compared with the 1976 descriptions for each state. On the basis of this comparison, a judgment was made as to whether or not each state changed its approach or degree of activity in relation to the competency concept. (Editor/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151348

A SURVEY OF THE STATES

PERFORMANCE BASED TEACHER CERTIFICATION

1976

SP012365

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert A. Roth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

PERFORMANCE-BASED TEACHER CERTIFICATION:

A SURVEY OF THE STATES

1976

MICHIGAN DEPARTMENT OF EDUCATION
Teacher Preparation and Professional Development Services
January, 1977

STATE BOARD OF EDUCATION

	Term Expires
Barbara A. Dumouchelle Grosse Ile	Jan. 1, 1979
Dr. Paul B. Henry Grand Rapids	Jan. 1, 1983
Barbara Roberts Mason Lansing	Jan. 1, 1983
Annetta Miller Huntington Woods	Jan. 1, 1979
Dr. Gumecindo Salas East Lansing	Jan. 1, 1985
Norman O. Stockmeyer, Sr. Westland	Jan. 1, 1981
Edmund F. Vandette Chassell	Jan. 1, 1981
John Watanen, Jr. Marquette	Jan. 1, 1985

PREFACE

The first survey of states regarding performance-based teacher certification was conducted in 1972, and a second survey was conducted in 1974. This 1976 report is a follow-up study of the previous surveys. The information provided in this report was obtained by requesting a description of activities directly from each state department of education. In some instances, the information provided was several pages in length which necessitated a summary for inclusion in this report. In these instances, the summaries developed by the editor were sent to the respective states for review. This method of collecting data directly from the states and providing for review where summaries were necessary, reasonably assures the accuracy of this report. The cooperation of those individuals who provided information for this survey is greatly appreciated.

The terms "competency-based" and "performance-based" are used interchangeably throughout the report, and no attempt was made to define terms in the request for state descriptions. Also, a distinction was not made between competency-based teacher education and competency-based teacher certification. A treatment of the definition of competency-based teacher certification is provided in Appendix A.

In an effort to determine if any trends have developed since 1974, the descriptions provided in the 1974 survey were compared with the 1976 descriptions for each state. On the basis of this comparision, a judgment was made as to whether or not each state changed its approach or degree of

activity in relation to the competency concept. The comparison resulted in classifying each state into essentially three categories: increased activity, decreased activity, and no change. Following each state's description is an editor's note which provides the judgment concerning a change in the state's activity compared with the 1974 report. Please note that this is the editor's opinion; thus the particular state agency may or may not agree with the interpretation. In each case of change, however, the items which appeared to have changed since the 1974 report are specifically identified for purposes of clarification. The reader may thus make his/her own decision regarding the extent or significance of that change. The descriptions indicate that since 1974, fourteen states have increased their activities to some extent, four have decreased their activities (only one significantly), and the other states have remained essentially unchanged.

Additional copies of this report are available upon request.

Survey compiled and edited by: Robert A. Roth, Supervisor
Teacher Preparation Program
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

TABLE OF CONTENTS

Alabama 1
Alaska 1
Arizona 1
Arkansas 2
California 2
Colorado 3
Connecticut 3
Delaware 3
District of Columbia 4
Florida 4
Georgia 5
Hawaii 7
Idaho 7
Illinois 8
Indiana 8
Iowa 8
Kansas 9
Kentucky 9
Louisiana 9
Maine 10
Maryland 10
Massachusetts 11
Michigan 11
Minnesota 12
Mississippi 13
Missouri 14
Montana 14
Nebraska 14
Nevada 15
New Hampshire 15
New Jersey 15
New Mexico 16
New York 17
North Carolina 18
North Dakota 19
Ohio 19
Oklahoma 19
Oregon 20
Pennsylvania 21
Rhode Island 23
South Carolina 24
South Dakota 24

Tennessee 25
Texas 26
Utah 28
Vermont 29
Virginia 30
Washington 30
West Virginia 31
Wisconsin 32
Wyoming 32
Summary and Conclusions 33
Appendix A 36

ALABAMA

In 1972 the Alabama State Board of Education adopted a resolution requiring the State Department of Education to take initial steps toward performance-based certification. The Department is evaluating the concept and gathering information. Three agencies (the Department of Education, the local education agencies, and institutions of higher education) cooperate in program approval approaches in providing an in-depth support system for teachers including visitations, needs assessments, and in-service training.

Goals of most teacher training programs in the state are stated with emphasis on competency-based education. All teacher training programs are in the implementation phase of the program approval process to which these goals relate.

Editor's Note: No change since 1974 survey.

ALASKA

This state has studied the concept and has developed pilot projects in coordination with a school district, university, and the State Department. The University of Alaska, Juneau and Anchorage have pilot projects. Both were done during the 1973-74 school year. Evaluations of these programs have not been completed. Certification is being looked at and revised at the present time. A statewide meeting will be held on this in February of 1977.

Editor's Note: No change since 1974 survey.

ARIZONA

In 1974, the emphasis was on competency-based recertification; the State Board of Education has now altered its direction and is placing greater responsibility on the local districts for accountability. This has resulted in two pieces of legislation. One requires that all districts establish minimum standards at all grade levels for student achievement in the basic subjects. The second statute requires all districts to develop a written system of evaluation and assessment of classroom teachers. However, all efforts toward competency-based certification or recertification have dropped. Also, there has been no strong movement toward competency-based preservice training at the university level.

Editor's Note: Decreased activity since 1974 survey - certification and recertification effort dropped.

ARKANSAS

Still studying performance-based teacher certification.

Editor's Note: No change since 1974 survey.

CALIFORNIA

The Commission for Teacher Preparation and Licensing was formed for the express purpose of improving teacher education in the State of California. The legislation, known as Assembly Bill 122, states as follows:

> "The Legislature finds that highly complex, detailed, and prescriptive regulations governing the preparation and licensing of teachers and administrators frustrate imagination, innovation, and responsiveness. In addition, the Legislature finds that the diversity of functions served by modern education require licensing regulations which are flexible, realistic, responsive, and simple."

The Commission has appointed committees of educators and lay people to develop guidelines for the development, implementation and evaluation of programs for the education of school personnel. To date guidelines have been developed for credential programs in fourteen categories. All institutions who plan to prepare candidates for any or all of the fourteen credential categories must submit their program plans in accordance with these guidelines. These same guidelines are then used by the Commission for Teacher Preparation and Licensing to evaluate the program plan.

The guidelines, after adoption, are written into a manual, which is sent out to the teacher preparing institutions for their use in the preparation of a program review document. The Guidelines for Preparation Programs require that: "The institution shall provide for a professional preparation program which will develop understandings and demonstrable competencies in candidates," e.g. diagnosis of learning problems of students. The manual for professional preparation programs for the early childhood specialist instructional credential lists the major competencies required, such as:

> "Demonstrate a broad repertoire of teaching strategies."

> "Develop organizational and management procedures to facilitate growth and learning."

"Demonstrate knowledge of appropriate testing measures for young children in the cognitive, affective and psychomotor domains."

The Commission has encouraged teacher preparing institutions to move in the CBTE direction and at the same time the Commission has encouraged, by word and policy, diversity, imagination, innovation and responsiveness.

Editor's Note: No significant change since 1974 survey.

COLORADO

The Colorado General Assembly adopted a new teacher certification law to be effective July 1, 1976. The legislature completely rejected the CBTE and CBTC concepts as impractical and unworkable.

Editor's Note: No significant change since 1974 survey.

CONNECTICUT

Four public hearings on a series of recommended guidelines were held throughout the state in 1972. At that time, the response to the guidelines was extremely critical and the entire proposal has been rejected. A new bill requires each school district to annually evaluate each teacher. Such evaluation is based upon guidelines established by the State Board and additional criteria as the local board may, by negotiation, establish. A Teacher Evaluation Advisory Board consisting of representatives from teachers' groups, administrators' groups and boards of education advises on the implementation of the guidelines.

Project CONNCOM is developing competency based statements for preservice teachers at the elementary school level.

Editor's Note: Increased activity since 1974 survey - Project CONNCOM.

DELAWARE

For the past several years we have been undergoing a major study of all of our certification regulations which were finally approved by the State

Board of Education in May of 1974. At the outset of the study, there was some, or considerable, discussion about the feasibility of our going in the direction of competency-based teacher certification. After a thorough review and talking with our faculties at our two major institutions for teacher education, it was finally decided that we would encourage the two colleges to incorporate competency programs into their undergraduate programs and we would consider this as the first step towards competency-based teacher certification. A study was made of all of the research from the various states working in this area and it was agreed by the staff of the State Department of Public Instruction as well as the State Advisory Council on Teacher Education and Professional Standards that there was not yet sufficient adequate machinery for the development of competency-based criteria for certification. We have agreed that we will accept competency tests in the areas of trade and industry and languages, but those are the only areas. Therefore, for Delaware it should be stated that consideration has been given to competency-based teacher certification and the final decision is to defer any action for at least the next few years. The State Advisory Council on Teacher Education and Professional Standards was disbanded in August 1976.

Editor's Note: No change since 1974 survey.

DISTRICT OF COLUMBIA

The District of Columbia is moving toward competency-based teacher education/certification but has no estimated date for implementation. The Board of Education has approved a resolution calling for a system of certification/teacher education based on competencies rather than courses and credits.

Until competency-based certification/teacher education is implemented, the course-credit approach will remain in effect.

Editor's Note: No change since 1974 survey.

FLORIDA

Competency-based teacher education and certification continues to receive encouragement and support in Florida as an alternative to traditional programs. State Board of Education Rules for teacher education program approval provide an alternative approach for approval of competency-based teacher education programs. Two state universities have implemented and gained state approval via the alternative approach for competency-based

teacher education programs in every area in which they train educational personnel. Most Florida school district master inservice plans include CBTE programs and enjoy state approval.

A current project, sponsored by the State Council on Teacher Education, is gaining statewide professional acceptance for minimum essential competencies for all educational personnel. Twenty-three essential generic competencies were accepted by the profession in 1975 and are now included in state policy for approval of teacher education programs. Similar studies are being conducted to gain statewide professional acceptance for essential specialization competencies for educational personnel. The primary purpose of the Florida Essential Competency Studies is to provide validation by the profession for minimum essential competencies specified in State policy for certification of educational personnel. A secondary purpose is to focus pre and inservice teacher education research and development efforts on the validation and assessment of competencies that have been accepted as essential by the profession.

Editor's Note: Increased activity since 1974 survey - 23 generic competencies identified, CBTE inservice in most school district plans.

GEORGIA

Competency/performance-based education has been a continuing aspiration in Georgia since the late sixties. Higher education institutions, the Georgia Teacher Education Council, professional organizations, and the Georgia Department of Education have all participated in efforts to assure that Georgia schools are staffed with competent personnel. Implementation of performance-based certification is projected for 1978. The major events which have occurred since 1972 are highlighted as follows:

1972

1. Certification of educational personnel on the basis of demonstrated competency became a performance mission of the Georgia Department of Education.

2. The State Board of Education granted approval of a proposal for "Development of a Long-Range Plan for Achieving Competency-Based Teacher Education and Certification."

1973

1. The competency-based preparation/performance-based certification direction was developed into a plan by a statewide task force under the direction of a steering committee jointly appointed by the State Superintendent of Schools and the Chancellor of the University System.

2. The State Board of Education approved the state staff development plan which provided for a performance-based system for certification renewal.

3. Developmental projects concerned with teacher competencies, supportive supervision and assessment of beginning teachers, as well as competencies and assessment procedures for principals, counselors, and vocational education personnel were initiated.

1974

1. The State Board of Education approved elimination of life certificates.

2. Agreement was reached by the State Superintendent of Schools and the Chancellor of the University System to accept the overall design of competency-based preparation/performance-based certification as projected in the steering committee report, with directives to their respective staffs to begin implementation.

3. The State Board of Education approved the establishment of Competency-based Student Teaching Demonstration Centers.

1975

1. The State Board of Education approved the following performance-based certification changes as well as competency-based guidelines and criteria for approved programs:

   a. That initial certification become non-renewable and valid for three years based on completion of an approved teacher education program and qualifying score on a weighted index of factors.

b. Conversion of the initial certificate to a renewable (Professional) certificate be based on demonstrated performance on the job.

2. Initial FY 76 state funding was appropriated for development of teaching field criterion-referenced tests and student teacher/beginning teacher assessment.

1976

State funding for FY 77 was obtained to continue development of teaching field criterion-referenced tests, and student teacher/beginning teacher assessment.

Editor's Note: Increased activity since 1974 survey - identified in 1975, 1976 descriptions.

HAWAII

State Department of Education personnel have continued to meet informally with teacher training institutions regarding performance-based certification and teacher education programs. Hawaii does not foresee adoption of a program within the next year.

Editor's Note: No change since 1974 survey.

IDAHO

Prior to June 1974, a State Board directive stipulated that the division of teacher education and certification would develop an approval process where competency-based elementary teacher education programs could be approved. At the request of the Professional Standards Committee, however, the directive has been set aside until further study has been conducted. A report has been accepted but not as yet endorsed by the Professional Standards Committee and recommendations in the report are now being studied. Also, several institutions have CBTE type programs.

Editor's Note: No change since 1974 survey.

ILLINOIS

Since 1973 the Illinois Office of Education, in accord with policies adopted by the Illinois State Board of Education and the Illinois State Teacher Certification Board, has pursued an effort to develop a rigorous teacher education program approval system.

This system has been guided by the initial adoption of a Manual of Procedures for approving Illinois teacher education institutions and programs. This Manual was initially approved for field testing purposes in 1974, was subsequently revised, and formally approved in 1975. Under this Manual, institutions are free to develop thorough-going competency-based teacher education programs or to include competency-based components within a program. Several institutions have utilized this opportunity and have developed such programs and components.

In working with institutions as they develop or modify teacher education programs, the teacher education program approval staff of the Illinois Office of Education frequently suggests as a possible alternative the development of competency-based programs. Should an institution elect to develop such a program, individuals completing the program may be recommended for certification through the standard entitlement process.

Editor's Note: No change since 1974 survey.

INDIANA

With the new revision of state requirements for school personnel in Indiana, the State Board of Education has not mandated CBTE. Provision has been made, however, within the new certification regulations for teacher training institutions in the state to develop competency-based programs.

Editor's Note: No change since 1974 survey.

IOWA

There have been preliminary investigations of the area, and several institutions have investigated the implications of CBTE in program development. Several vocational teacher education programs are considering or testing aspects of CBTE. The Department funded an experimental competency-based certification project for school counselors. The results of this feasibility

study are available. Except for activity in vocational-technical teacher education, there is now limited activity or research in CBTE.

Editor's Note: No change since 1974 survey.

KANSAS

The competency concept is still under study in this state and the Department of Education co-sponsored two statewide conferences on CBTE. There is some activity by subject area professional groups in foreign language and counseling to develop competencies. This activity is not under the sponsorship of the Standards Board but they are continually informed of the progress of these groups. Program approval procedures provide that competency-based programs may be submitted for approval.

Editor's Note: No change since 1974 survey.

KENTUCKY

Kentucky has a documented history of interest in teacher competencies since 1942. Lists of competencies as a guide for program development were part of State Board regulations from 1954 until 1969. Since 1969 the process of competency development continued, but the product of the process was no longer part of the published regulations of the State Board of Education for teacher certification. A regulation adopted in 1955 stated "provisions shall be made for identifying, developing, and evaluating the competencies which are considered desirable in professionally educated teachers." It has been stated, however, that while the "competency approach" to teacher preparation in Kentucky has several characteristics that are common to CBTE programs, it is not synonymous with CBTE. With a continuum of activity since 1942, the strength of an approved program teacher certification process, and present study and development of performance-based teacher education programs, Kentucky should make a major contribution to further development of performance-based teacher education.

Editor's Note: No change since 1974 survey.

LOUISIANA

This state has adopted new certification standards which might lead to performance-based teacher education. A Task Force was studying

competency-based teacher education curricula, and in 1973 the State of Louisiana provided six institutions with planning grants to plan for competency-based teacher education. No additional funding has been appropriated for competency-based teacher education at the state level.

Editor's Note: No significant change since 1974 survey, funding stopped.

MAINE

The State Board of Education, with advisement from the Certification Advisory Committee, is moving toward performance-based teacher education and certification, but presently only in a preliminary stage. Very broad process criteria for program approval are now under study, with one element focusing on an assessment of needs of teachers for specific situations in Maine conducted by colleges, schools, and local educational associations. They also are currently re-examining the decision making process for the certification standards to provide for broad involvement.

Editor's Note: No change since 1974 survey.

MARYLAND

The State Department has sponsored a seminar series for state educational leaders, and there have been conferences between the State Department and all individual school districts. Training models are being developed at Maryland Institute of Art, Frostburg State College, Towson State College, and University of Maryland-Baltimore County. Identification of competencies is being conducted by elementary and secondary public school teachers in workshops for determining areas of consideration in CBTE programs.

A State team of public school, college, teacher association, lay, and State Department persons visited and were "students" in a nationally recognized CBTE program for one week. The team was sponsored by the Maryland State Department of Education to "shadow" and study students in a CBTE program. The Maryland State Department of Education has funded a state college to develop a State Dissemination Center for CBTE materials in conjunction with the college's implemented CBTE program, and an extensive catalog of materials, available to implement a CBTE program, has been published.

Editor's Note: No change since 1974 survey.

2. Two fully-certificated persons representing the elementary and secondary administration and elected by the certificated administrators.

3. One resident of the district designated by the local board of education.

Through continuing education activities, personnel throughout the state are made aware of competencies required by current standards. Efforts are being directed to the development of increased numbers of appropriate inservice education opportunities throughout the state as well as to the development of opportunities for experienced education personnel to demonstrate competencies gained through experience, workshops, etc. which are equivalent to requirements.

In Minnesota, opportunities to develop competency-based programs are available in all fields under the option for experimental programs. However, evolution toward CBTE is increasingly noted in regulations recently developed which have the following characteristics:

-the specification of areas of competence to be attained rather than a listing of required courses and credit hours.

-a requirement that those recommended for certification demonstrate competencies specified (an evaluation system is implied or required).

-a requirement that teachers, administrators, students, and the public be involved with college faculties in the development of programs which lead to certification in education.

Competency-based rules have been adopted for programs which prepare school administrators, music teachers, science teachers, and social studies teachers; and are being developed in several additional areas. Human relations programs are also competency-based. Language is shifting from "competency" to "learning outcome."

Editor's Note: Increased activity since 1974 survey - competency-based rules in selected areas.

MISSISSIPPI

Much interest has been expressed within the state and some colleges are investigating, but there is no activity at the state level.

Editor's Note: No change since 1974 survey.

MISSOURI

Missouri is studying the possibility of CBTE as an alternative way of being certificated. We do not feel that CBTE would be mandated by the state, rather it might be an optional way of preparing teachers on the college campus. This has not been determined as yet but is pointing somewhat in this direction.

Editor's Note: No change since 1974 survey.

MONTANA

Historically, Montana has operated under program approval which simply means that the colleges approve and recommend students for certification. The state function is simply an administrative action certifying the student. Therefore, the state activities in mandating performance-based standards have been minimal.

Two universities are presently active in implementing performance-based teacher education. These are Northern Montana College at Havre, and Eastern Montana College at Billings. They presently are involved in having the total curriculum in education performance-based. In the case of Eastern, they have approximately twenty courses outside the school of education that are performance-based. Both of these programs, of course, recommend students for certification.

In our new accreditation standards, we are looking at the state level action on teacher evaluation. This may cause other schools to move rapidly in the direction of performance-based standards.

Editor's Note: No change since 1974 survey.

NEBRASKA

Several years ago the competency concept was accepted as an alternative but it is not mandatory. Statewide performance-based certification is not likely in the near future.

A "Position Statement for Nebraska Council on Teacher Education Regarding Competency-Based Programs" states that competency-based teacher education programs appear to hold much promise for the improvement of teacher preparation. Both the rationale that underlies this approach and

the methods by which it can be implemented should receive serious study by all institutions in the state of Nebraska involved in the preparation of teachers. Further, such institutions are encouraged to develop competency-based programs as an alternative method of preparing teachers.

However, a single approach to curriculum design or instructional methodology is inimical to academic freedom and instructional integrity. Competency-based programs are still in their developmental phase and have yet to be demonstrated superior to conventional approaches. Neither the costs nor the implications of the adoption of such programs have been fully analyzed. Certain states that have mandated competency-based teacher education programs have been forced to delay implementation amid administrative turmoil. Therefore, it would not be in the best interests of the teacher preparation institutions of Nebraska and, ultimately, to the school children of this state, to have this approach imposed on these institutions by legislative decree or administrative fiat.

Editor's Note: No change since 1974 survey.

NEVADA

A new ad hoc committee was appointed by the State Board to study the area and make recommendations. The last study committee recommended no action on competency based certification. Further study was recommended. The State Board appointed a new committee to further study CBTE/C.

Editor's Note: No significant change since 1974 survey.

NEW HAMPSHIRE

A form of performance-based certification is available in certain instances--a statewide advisory paper on PBTE has been published--some activity in some colleges.

Editor's Note: No change since 1974 survey.

NEW JERSEY

In January of 1969, the New Jersey Board of Examiners held a "listening post" at which time the concept of performance-based certification was

recommended. In June of 1970 sixteen Task Forces were developed, one for each main area of certification, to identify and specify the teaching performance criteria specific to their area and those common to all teachers. The Task Forces consisted of teachers, college personnel, administrators, and college students, and were supported by a legislative appropriation.

This Performance Evaluation Project refined the criteria by seeking broad feedback from the state. The Task Forces field tested the criteria on a pilot basis in several institutions. Trenton State College was selected as the institution to both evaluate the criteria and develop preservice training based on the criteria. Because of budgetary restrictions, the Performance Evaluation Project has been terminated. However, Trenton State College is continuing its own program.

Editor's Note: Decreased activity since 1974 survey - Performance Evaluation Project terminated.

NEW MEXICO

Late in 1972, a three member task force from the State Department of Education was appointed to investigate the concept of competency-based certification. The State Superintendent charged the task force with investigating the feasibility of such an approach and with making recommendations to the State Board regarding possible directions and actions. The Superintendent further committed the State Department to designing a competency-based certification plan for 1975. In 1973 the State Board re-emphasized that a commitment to any specific form of competency-based education/certification has yet to be made, and any such commitment will only be made after complete study and evaluation of experimental models.

Previous projects in competency-based education/certification have been curtailed and data from those projects are being evaluated.

The New Mexico State Department of Education is developing competencies for certification of diagnosticians. It is projected that this certification will go into effect July 1, 1977.

Editor's Note: Decreased activity since 1974 survey - A four phase program for development of models related to recertification based on competency has been curtailed, although competency certification of diagnosticians is to be implemented.

NEW YORK

Based on the Regents' Statewide Plan for the Development of Post-Secondary Education, a system has been developed by the Department by which all accredited programs of preparation will have to be revised by February, 1979.

The system was designed to include the phasing out of individual evaluations done by State staff. Persons who presently file on an individual basis were to be referred to an approved institution for assessment and subsequent recommendation or prescription. Upon review it was decided to delay the cessation of individual evaluations until more programs were fully operational.

The Department has established new guidelines for preparatory program accreditation and has published its criteria for the first of the three stages of accreditation. In brief, a competency-based program in New York is one which through the collaborative efforts of representation from higher education institutions, school districts, and professional staff of school districts, provides a readily available and explicit statement by preparatory programs that identifies:

1. The knowledge, skills, and attitudes expected of graduates in general education, the subject matter fields as well as in the professional study of education based upon a conceptualization of the role for which people are being prepared.

2. The educational program that will address the skills, attitude and knowledge.

3. The evidence that will be acceptable to show that the program's expectations are being met.

4. The evaluative mechanism by which the program will be modified in light of experience.

Significant progress has been made over the last two years. Hundreds of people have invested time and effort in planning and developing revised preparatory programs. The major first steps toward the continuing improvment of the preparation of personnel for the public schools have been taken through the joint efforts of school and college personnel. The timeline is being met by the great majority of institutions and the revised programs do reflect the four point definition of CBTE as noted above.

Editor's Note: Increased activity since 1974 survey - Progress during last two years.

NORTH CAROLINA

The competency-based emphasis, in principle, was adopted by the State Board of Education on September 7, 1972 with the following provisions: (1) that colleges and universities institute policies and procedures for moving in the competency direction as rapidly as possible; (2) that the competency-focused emphasis be at reasonable stages of development as institutions are evaluated under the approved program process; (3) that there be no deadline for full implementation of the program making it possible to carry on continuous research to guarantee that the program takes a proper course; and (4) that the overall program be considered as being experimental in nature until experience and research have determined its potential for improving teacher education.

General Progress:

1. The Standards and Guidelines bulletins, including manuals for writing self-studies, have been distributed to all colleges and universities preparing professional school personnel.

2. Most of the campuses have been visited for the purpose of explaining the competency approach to faculties.

3. Two state-wide conferences focusing on the competency movement have been held.

4. Guidelines relating to Exit Criteria have been in effect for two years and all institutions now have an exit instrument which is filed for each person seeking a certificate. (Through the computer system we are in the process of making a study of the student evaluations by the various institutions.)

5. The teams that visit colleges and universities in connection with the approved program process focus their questions around the progress of CBTE on the campuses.

6. Twelve colleges and universities were visited and evaluated under the CBTE guidelines during the 1974-75 school term, and sixteen campuses were visited in 1975-76.

7. All evaluations of institutions that have been visited by teams thus far indicate some progress with CBTE -- (some more than others).

An overall evaluation of the 43 colleges and universities in the state as related to progress of CBTE on the various campuses is as follows: 28 per cent are rated as having made little progress (i.e., some discussion on

the campus, but little or no implementation); 53 per cent are rated as making average progress (i.e., implemented in some courses and/or departments and an ongoing study is underway to determine and plan next steps); and 19 per cent are making significant progress (i.e., institution-wide structure for studying and implementing the program and doing research to determine the reliability of the approach).

Editor's Note: Increased activity since 1974 survey - Campus visits, conferences, exit criteria guidelines, approved program questions focus on CBTE, increased institution activity in CBTE.

NORTH DAKOTA

North Dakota has not worked out any plans for the implementation of a performance-based program of teacher education and certification at this time.

The matter is being studied and the developments in other states noted, but it is impossible to determine when there may be any definite action.

Editor's Note: No change since 1974 survey.

OHIO

Ohio has no legislative action relative to competency-based education. The "redesign of teacher education" (Standards for Colleges or Universities Preparing Teachers; 1975) becomes effective in 1980; however, they do not prescribe a particular model (e.g. CBTE) for teacher education. The University of Toledo program in elementary education is the only approved CBTE model in Ohio. A wide variety of approaches to teacher education is being practiced throughout the state. Ohio has not adopted a competency-based approach to certification.

Editor's Note: No change since 1974 survey.

OKLAHOMA

The Oklahoma State Board of Education or the State Legislature has not mandated competency-based or performance-based programs for teacher preparation or for preparation of professional school service personnel.

Several of the institutions have active committees at work and are on the way in implementing parts of programs in CBTE. One institution has several programs under way and another institution has implemented CBTE programs in the professional education component, audiovisual education, and in some areas of specialization for the preparation of elementary teachers.

We have held three conferences on CBTE in May, 1972, May 3, 1973, and one-half day, May 3, 1974. All colleges and universities, State Department of Education personnel and public school personnel were involved in the conferences. The Professional Standards Board planned the conferences.

The State Board of Education encourages institutions of higher education to experiment and develop pilot programs. There is certainly an interest in CBTE programs in Oklahoma. We are still searching for the best way to prepare teachers. Oklahoma uses the "approved program approach" in the preparation of teachers. All that we are currently doing fits within the approved program approach; however, if an institution feels that they are ready to go all the way, they certainly have our endorsement.

Neither the State Board of Education nor the Professional Standards Board have been presented with any formal CBTE proposals or models.

Editor's Note: No change since 1974 survey.

OREGON

The 1973 Oregon legislature, through House Bills 2127 and 2030 transferred certification, decertification, and the approval of teacher education programs from the State Board of Education to the Teacher Standards and Practices Commission. The Commission, consisting of fourteen educators and three public members, is committed to promoting the development of model competency-based teacher education programs.

Immediately prior to the transfer of authority, the State Board of Education adopted the "Process Standards for Educational Personnel Development Programs." These standards, which may be used as an alternative to the regular standards, are intended to promote the development of competency programs based in consortia of several groups and agencies. The Process Standards, which are now a part of the Commission's rules, were drafted and promoted by the Commission. No CBTE programs have yet been approved under the Process Standards, although the Oregon College of Education and some other institutions are moving all or part of their programs in that direction. The University of Oregon has formed consortia to develop programs in reading and special education based upon the Process Standards and employing

a competency-based approach. Approval of these programs is anticipated during the 1976-77 academic year. Teaching Research, a division of the Oregon State System of Higher Education, completed a "Baseline Study on CBTE" which gave an accurate picture of the degree of program development (March, 1975).

The Commission was also active in developing a "Planning Statement on Educational Personnel Development," adopted by the Board in June, 1973, which commits the Board and the Commission to encouraging the development of competency programs. The Commission, in conjunction with the State Department of Education and the Oregon Career Opportunity Program, sponsored a state-wide conference on Competency-Based Teacher Education. Small follow-up grants were made to teacher education institutions to assist in establishing consortia and planning for competency-based programs.

The Commission has implemented Rules for Certification which provide for certification on the basis of demonstrated competency. Colleges have developed means for evaluating competency and for recommending candidates for certification wholly or in part on the basis of demonstrated competency.

The State Board of Education is committed to developing competency-based education in elementary and secondary schools, and is providing assistance to teacher education programs as they prepare educational personnel to work with competency approaches. The Board of Education has adopted new graduation requirements for elementary and secondary schools which incorporate minimum competencies in the diploma program.

Editor's Note: No change since 1974 survey.

PENNSYLVANIA

A grass roots building, low keyed approach to state-wide consideration of CBTE has characterized Pennsylvania Department of Education CBTE activities since 1969. Now in 1976 over 1,800 certification programs in the commonwealth have completed role competency studies, most have been approved through on-site visits and many are now making second and third revisions. Institutions are experimenting with alternate instructional means and some have achieved competency assessment independent of instructional time.

The principal activity of the Pennsylvania Competency Based Teacher Education (PaCBTE) Program has been projects which train faculty in CBTE, support local CBTE coordinators and generate broad-based inventories of specialized teaching competencies. As of April 1976, 81 projects have been

funded in amounts ranging from $1,500 to $5,000. These activities emerged from the 1973 publication of the "Generic 66" competencies, edited from over 4,000 competency statements by approximately 350 educators, students and lay persons (Generic Teaching Competencies, Pennsylvania Department of Education, 1973). The "Generic 66" were submitted to 586 teachers, administrators and teacher educators in the fall of 1973 for their opinions on the importance of each competency for the first year teacher. A factor analysis of these data identified statements called the "Critical 29." The two sets of 29 and 66 statements underwent an intense conceptual analysis which produced a third set of generic competencies: "Generic 22." All three competency sets were published in the PaCBTE Handbook (Pennsylvania Department of Education, 1974).

Eight inventories of specialized teaching competencies (elementary and secondary school principal, elementary education, music education, communication, paraprofessional, special education and secondary science education) have been generated through state-wide projects and will be published by the Department in the fall, 1976. Four more specialized inventories (industrial arts, health and physical education, social studies and foreign languages) will be completed by December 1976; proposals are being solicited for three or four additional inventories in 1977. The PaCBTE Consultant Group of teachers and teacher educators (formed and trained in 1974 by the Department) has grown to 33 persons and has completed advanced training in competency assessment problems, affective competency-based education and group facilitation techniques. These consultants are Department resources for all funded projects.

A major survey of all first year teachers in Pennsylvania schools was conducted in October 1975 to study perceptions of their pre-service preparation, and to learn their views on the importance, levels of development and use of 22 teaching skills and abilities. The results, published in the First Year Teacher Survey: Results of the 1975 Distribution (Pennsylvania Department of Education, 1976), are baseline data for a possible 10 year longitudinal study of first year teachers. (The October 1975 survey was replicated in April 1976 with the same population to determine the effects of six months of teaching on first year teacher views of the importance, development and use of the 22 statements.)

During the summer of 1975, the Department invited 17 liberal arts professors from eight Pennsylvania colleges and universities to begin an odyssey of visits to nine colleges and universities across the nation with experimental competency-based general or liberal education programs. These faculty members gathered data and made recommendations for Department involvement with competency-based general and liberal education program development.

The 1970 General Standards for approving Pennsylvania teacher certification programs were revised by a state-wide committee of Pennsylvania educators in 1975-76; the proposed revisions are now being considered for adoption by the State Board of Education. The revisions reflect a shift in program approval focus from program features, faculty and facilities to program documentation of a graduate's competencies. Consistent with the shift in the standards' focus, the Department will begin to use teachers, teacher administrators, and administrators as program approval team chairpersons in 1976-77. These individuals will complete a competency-based chairperson training program in order to replace Department staff who have chaired evaluation teams since 1970.

The Pennsylvania Competency Assessment Certification (PaCAC) program was initiated in July, 1973. This program focused on means to evaluate and certify Pennsylvania certificate applicants who are not graduates of Pennsylvania Department of Education approved teacher education programs. A PaCAC advisory committee researched the literature and other sources for assessment information and produced a report of recommendations for an alternative certification process (Competency-Based Teacher Certification in the United States and Pennsylvania's Approach to the Competency Certification of Educational Professional Staff, both working papers of the Pennsylvania Department of Education, 1974). The PaCAC Program activities were suspended in 1975 in the face of major cost projections.

Editor's Note: Increased activity since 1974 survey - 1,800 certification programs have completed role competency studies, "Generic 22" competencies conceptualized, eight inventories of specialized competencies, first year teacher survey, liberal arts faculty visit programs.

RHODE ISLAND

During the 1972-73 school year a subcommittee of the State Certification Advisory Committee produced a document entitled, "Position Paper and Recommendations of the Rhode Island State Certification Advisory Subcommittee" (June 1973). During the summer of 1973, that document was studied by state department personnel and additional plans and recommendations were drawn up for review by the Commissioner of Education. In December of 1973 a draft document entitled, "Plan of Action for Development of Competency-Based, Initial, Elementary Teacher Certification," was accepted. The Plan calls for pilot programs which will develop a list of minimum competencies for initial elementary teacher certification, and which will operationalize and evaluate these competencies. In January of 1974, a separate committee was formed (the

Associate Commissioner's Committee on CBTE-CBC) and given the charge of further studying and refining the plan so that pilots could be implemented. In March of 1974, a statewide conference was held at which time the State Department of Education plan was presented.

As a result of evaluations received from the statewide conference held in March of 1974, the Associate Commissioner's Committee on CBTE-CBC developed a second document entitled "A Conceptual Base for CBTE Pilot Program Development and Proposed CBTE Pilot Program Standards and Guidelines." This document was presented to the Associate Commissioner in June of 1975, and is currently under study within the Department. In June of 1975, the Associate Commissioner's Committee on CBTE-CBC was disbaned.

Editor's Note: No significant change since 1974 survey - second document developed.

SOUTH CAROLINA

Performance certification has been the subject of considerable discussion and study at the State Department level, but no positive steps have been taken in the direction of implementing such a program. Invitations have been extended for the development of proposals but none have been submitted by colleges and universities in South Carolina.

Editor's Note: No change since 1974 survey.

SOUTH DAKOTA

A State Board of Education resolution of December 5, 1973, stated that the State Board of Education directs the Division of Elementary and Secondary Education to develop procedures, guidelines and processes for implementing an alternative type of certification of teachers to be known as "competency-based" certification; further, that the State Board of Education give preferential* teacher education program approval to programs in South Dakota colleges and universities which are:

*Note: By the use of the word preferential, the State Board of Education wishes to indicate its preference for teacher education programs that incorporate these concepts. "Special treatment" is not to be inferred by the use of this term.

Competency-Based	(academic and professional preparation should be related to performance and performance should be related to the objectives of the professional and his clients)
Field-Based	(professional preparation should place major emphasis upon field-based laboratory experiences with early and continuous involvement in these experiences throughout the preservice program)
Collaboratively Developed by those Affected	(preparation programs should be planned and developed in a participatory manner by those affected)
Committed to the Concept that Preparation is a Career-Long Continuous Process	(preparation includes both preservice programs leading to an initial certificate, with the responsibility for providing these programs residing with the colleges and universities; and the inservice programs leading to a continuing certificate, with the responsibility for coordination and approval of these inservice activities residing with the division of Elementary and Secondary Education),

and, further, that the proposed procedures, guidelines, and processes for competency-based teacher certification be presented to the State Board of Education for consideration at the earliest possible date.

The State Board has authorized the issuance of certificates out of CBTE programs when they become operational.

Editor's Note: Decreased activity since 1974 survey - No longer have CBTE staff member, but State Board provides CBTE approval.

TENNESSEE

Tennessee has in 1975 fully implemented the approved institution/approved program plan for teacher education and certification. The following programs must be competency-based under present state regulations:

Secondary Counseling
School Psychologist

Special Education (varying exceptionalities)
Visual Impairment

A proposed program for the School Social Worker is competency-based. It has not received approval of the State Board of Education. However, this program will likely receive final approval during the 1975-76 academic year.

The teacher training institutions in Tennessee may submit competency-based programs for approval in any existing area of endorsement. This remains, other than the programs previously noted, a prerogative of the institution.

Editor's Note: Increased activity since 1974 survey - Special Education and visual impairment must also be competency-based, school social worker in process.

TEXAS

The Sixty-first Texas Legislature passed Senate Bill Eight which establishes the joint responsibility between colleges/universities, public schools, and the state for the student teaching program. In 1970 the Texas Performance Based TTT Project began, emphasizing: Performance-Based teacher education, the Teacher Center (involving elementary-secondary education, higher education, education service centers, professional organizations, and the community), and education renewal.

The project consists of a state coordinating unit, a national coordinating unit (AACTE), and four teacher centers. In 1971 the Texas Education Renewal Center, Texas Information Service, and Dallas Teacher Training Complex were added. In 1972-73, seventeen teacher centers were operational with emphasis on performance-based teacher education and cooperative efforts in each center. These centers continue to be operational in 1976-77.

On June 10, 1972, the Texas State Board of Education approved recommendations submitted by a task force on professional personnel preparation and certification which had been appointed three years earlier. These recommendations, which initiated competency/performance-based teacher education in Texas are the following:

. . .we recommend that the State Board of Education:

1. Establish . . . intent and direction for instituting a competency/performance-based program of teacher education and certification

in Texas--this new program to be based upon demonstrated competence and performance of professional activities identified with effective teaching.

2. Establish a five-year transitional period to begin September 1, 1972, for the development and implementation of the new program with the requirement that any new programs approved for an institution after September 1, 1972, be competency/performance based.

3. Direct institutions with approved programs, in cooperation with local education agencies and with professional organizations, to begin the immediate phasing in of competency/performance-based programs with the goal of completing the conversion of these presently approved programs by September 1, 1977.

4. Instruct the State Board of Examiners for Teacher Education to encourage continued flexibility and experimentation with a variety of approaches and carefully evaluated results while phasing in the new program and the structure necessary for successful implementation.

These recommendations became moot after Attorney General's Opinion H-197. In Opinion H-197, rendered on January 4, 1974, Attorney General John L. Hill held that neither the Texas State Commissioner of Education nor the Texas State Board of Education has the authority to require that teacher preparation programs presented for approval be performance-based.

Institutions now have the option of following either the 1955 standards or the 1972 competency-based standards. Concern has been expressed as to whether Texas Opinion No. H-197 might have the potential of being precedent for opinions in other states. A careful study of the wording of the Texas opinion will make it clear that such concerns should not be entertained. The Texas opinion states very specifically that under present Texas law, the Texas State Board of Education does not have the authority which is assumed it had.

The Sixty-fourth Texas Legislature passed the following, effective September 1, 1975:

> "In developing standards for programs in teacher education, the board shall provide each approved institution with a statement of the general qualifications required for each specialization for which a teaching certificate is authorized. The board may

> not require an institution to teach a particular doctrine or to conduct instruction on the basis of, or in accordance with, any particular pedagogical method, whether expressed in terms of behavioral or performance-based objectives, competencies, or other explicit assessment devices. A person who has been granted a degree upon completing a teacher-training program at an approved college or university for teacher education is entitled to an appropriate teaching certificate, provided he meets all other standards required by this code." (Texas Education Code 13.032 (c))

Editor's Note: No change since 1974 survey.

UTAH

Using standards which have been developed by the National Association of Directors of Teacher Education and Certification, Utah is now evaluating each teacher preparation institution every five years on a competency-based format. This format requires the institution to define at the outset in a competency mode the product it is attempting to produce, and then to identify the course work activities which will lead to the knowledge, skills, and sensitivities which it feels teachers will need. This format has been very helpful in assisting institutions to move to a competency-based program.

As a result of this activity all of the institutions in the state of Utah which train teachers have implemented CBTE program components. As of this date, Weber State College has the most comprehensive program; the total professional component is competency-based and there is not a traditional track available for students. Brigham Young University is moving to a competency-based general education program for all students. There is still some resistance among some Utah institutions toward the competency-based program, but this seems to be breaking down gradually and our division feels very good about the progress which has been made.

There has been a great deal of effort on the part of many State Board of Education specialists to develop competency-based standards. In the media area, guidelines have already been adopted by the State Board which provide an alternative route to those people who desire certification in the media area. Prerequisites to a Basic Media Endorsement are a bachelor's degree and a teaching certificate. An examination for proficiency conducted by a recommending institution (with an approved certification program) is then administered. The recommending institution is free to determine how

the competency will be demonstrated or ascertained, but a candidate may request an opportunity to demonstrate a competency whenever he feels he is ready. Competencies may be demonstrated one at a time. Candidates who perform satisfactorily will be considered as having met the endorsement requirement regardless of the route taken to obtain the competency.

Other efforts are under way in driver education, foreign languages, school counselors, social workers and psychologists, physical education and recreation teachers, and other areas to develop similar guidelines which will assist institutions in the preparation of educators. There has been a great deal of work with the Utah Education Association to publicize competency-based teacher education and certification. There is a series of workshops under way at the present time which are being held on a regional basis sponsored by the State Board of Education and the UEA which present CBE concepts to teachers. This has been most valuable in bringing teachers up to date on the state of the art. There also exists in the State an organization called the Association of Teacher Educators, which has received a great deal of support in the past from the Division of Instructional Support Services, and the goals of this organization in the past year have been among other things, to advance the cause of CBTE.

Editor's Note: Increased activity since 1974 survey - All institutions have some CBTE program components, more institutional activity.

VERMONT

A Local School District may develop a program for the inservice training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education. Twelve local programs have been approved.

The Local District must submit evidence that the teachers, school board, and administrative personnel have participated in the planning and development of the program. The local program must include provision for job description, task analysis and performance criteria for all educational personnel. An approved program approach is in effect for college teacher preparation programs and requires programs to be competency-based. Reading competencies are required of all education personnel.

Editor's Note: Increased activity since 1974 survey - Six additional local programs approved, reading competencies required.

VIRGINIA

The approved program system in Virginia combines elements of CBTE, but it is left to each school to develop its own competencies and guidelines within state guidelines. New certification regulations being prepared in Virginia provide for many more CBTE concepts. These have not been adopted as yet.

Editor's Note: Increased activity since 1974 survey - CBTE elements provided for, new regulations provide for more if adopted.

WASHINGTON

In 1971 the State Board of Education in Washington State adopted guidelines and standards for approval of competency-based preparation programs designed and administered by consortia of agencies (consisting of colleges/universities, school organizations, and professional associations). Programs under former standards (1961) have continued to operate concurrently as new programs have been approved.

The state education agency has assumed a leadership role in assisting consortia as they develop governance structures and programs. Following a site visit by an evaluation team, the State Board of Education formally approves programs. By August, 1976, the State Board of Education had approved 38 new competency-based programs as follows:

Role	Number of Programs
Educational Staff Associates:	
Communication Disorders Specialist	5
Counselor	13
Nurse	2
Occupational Therapist	1
Physical Therapist	1
Psychologist	2
Reading Resource Specialist	2
Social Worker	2
Teachers:	
Elementary	1
Elementary and Secondary	3
Library-Media Specialist	3

Role	Number of Programs
Teachers (Cont'd):	
Physical Education	1
Special Education	1
Administrators:	
Superintendent and Principal	1
TOTAL	38

New programs approved so far have provided agencies an experiential base for further development of competency-based programs throughout the State of Washington. The Professional Education Advisory Committee (advisory to the State Board of Education) is currently revising standards (1961 and 1971) with a view toward new combined standards in 1977. Drafts of new combined standards assign management/administrative responsibilities to certain agencies, require competency objectives, provide for alternative collaborative designs, and clarify approval standards and procedures.

What is essentially different about "new" programs in Washington State from older programs? Groups of agencies in collaboration have been defining objectives and developing a variety of learning experiences as alternatives for individual learners. One of the most significant differences is the collaborative approach to candidate evaluation. Review boards of practitioners are involved in formal assessments of candidates' competencies at various levels of professional certification. This provides a highly individualized approach as the person enters the profession and initiates plans for his/her continuing education.

Editor's Note: Increased activity since 1974 survey - 28 additional CBTE programs approved, new standards (drafts) require competency objectives.

WEST VIRGINIA

Standards for teacher preparation which support competency-based approaches have been developed and adopted. Though institutions will be encouraged to adopt CBTE Models, this will not be mandated. Workshops and conferences on standards and CBTE models were conducted during the 1974-75 and 1975-76 academic years. Approved programs developed from these standards are currently being evaluated via on-site campus reviews.

A new training system for the evaluators on these visits has been developed and will be required for subsequent on-site reviews.

Editor's Note: No change since 1974 survey except for additional workshops and conferences.

WISCONSIN

Two institutions in Wisconsin have gone to competency-based teacher education programs as the only route to certification. Several others have adopted competency-based programs as alternatives to the regular program. The Department of Public Instruction reviews and approves all competency-based teacher education programs and has encouraged their development as alternatives to existing programs.

Editor's Note: Some increased activity since 1974 survey - Two institutions have completely moved to CBTE.

WYOMING

We are still in a state of limbo with very little activity and interest in competency-based teacher education/certification. The Instructional and Professional Development Commission, along with the Professional Standards Board, has held some informal discussions relating to CBTE-CBC and are attempting to keep informed relative to these developments at the rational level.

Editor's Note: No change since 1974 survey.

EDITOR'S SUMMARY AND CONCLUSIONS

Summary

The results of the survey indicate that many states are continuing to increase involvement in competency-based teacher education and certification. Specifically, fourteen states have identified additional activities which they were not involved in during 1974, whereas only four states have reported decreasing activities since 1974.

It would first be of value to examine more closely the nature of the increased and decreased activities to clarify the significance of these changes. Consider first the four states which have reduced their involvement in competency programs. The prime example of a change in position is that of Arizona, where the competency-based recertification efforts have stopped. This is the only instance where a change in the State Board's position has clearly led to a termination of competency-based certification activities.

In New Jersey, the legislature terminated funding of the Performance Evaluation Project, and this does not necessarily reflect a change in State Board philosophy. This project never was clearly and specifically designated as an effort to develop certification standards. The performance objectives could have been used in the program approval process or in training programs. In fact, a state college has been provided state funds and is currently field testing these objectives by integrating them into the teacher education program.

In New Mexico, a four phase program for development of models related to recertification based on competency has been curtailed. It was noted, however, that in 1973 the State Board re-emphasized that a commitment to competency-based education/certification had not been made. The curtailment of activities, therefore, does not reflect a fundamental change in Board philosophy. In addition, data from previous projects are now being evaluated and competency certification in one area (diagnosticians) is projected to go into effect in 1977.

The fourth state, South Dakota, provides "preferential" teacher education program approval to competency-based programs. Apparently, a staff member (research director) is no longer available to work specifically and primarily on CBTE, which may have been necessary to initiate the program which is now in effect. Whatever the cause, such as reduced funding, this is not deemed a significant decrease in activity nor is it a change in attitude toward the competency approach.

The fourteen states which appear to have increased their activities are too numerous to examine individually in the summary. These changes, however, can be classified into categories of similar activities, with some states having new activities which belong to more than one category. Four of these states have increased the number of teaching areas with competency-based certification standards (Georgia, Minnesota, Tennessee, Vermont). Three states have increased state development of competency statements (Connecticut, Florida, Pennsylvania). Six states have developed new policies for utilizing competency-based requirements in the program approval process (Georgia, North Carolina, Pennsylvania, Tennessee, Virginia, Washington). Seven states have identified increased activity at the teacher education institutions (Michigan, New York, North Carolina, Utah, Vermont, Washington, Wisconsin).

Since teacher education activity was not specifically asked for, and may not be considered an aspect of state agency activity, it is probable that activity has increased at the institutions in almost all states. An AACTE survey[1] supports this.

Other types of increased activities include: competency-based inservice plans, conferences, grant projects, exit criteria, and funding liberal arts faculty members to visit competency-based programs. The classification of the states into the above categories was completed by the editor. The reader is cautioned to refer to each state for specific details of that state's activities and thus make his/her own interpretation.

Conclusions

The states reporting increased activities in competency-based teacher education and certification far outnumber those which have curtailed activities. The increased activities vary in importance, but many of these are significant. The differences among increased and decreased activities are thus quantitative and qualitative. In addition, state actions in regard to the competency approach are receiving less publicity, and the changes are being effected in more subtle ways. It is expected that this situation will continue, at least for the next few years, as states begin to select only certain aspects of the competency concept or approaches to it, carefully study these, and slowly implement those aspects which appear to be viable for that particular state.

---

[1] AACTE Bulletin, "Comparative Surveys Reveal Increase in PBTE Activity Since 1972", pg. 3, American Association of Colleges for Teacher Education, Volume XXVIII, Number 10, January-February 1976.

It would at first appear that competency-based teacher education and certification activities at the state level will decrease over the next few years. This may be true for the "total transition" approaches which received so much publicity in the early years of competency development. Arizona is a primary example of this type of decreased activity. On the other hand, activities of a less radical nature may continue to be adopted and slowly implemented. The fourteen states described above are evidence of this trend.

There are other reasons why competency activities may appear to decrease over the next few years. First, funding has and will continue to decrease both at the national and state levels. This funding was necessary to stimulate initial developmental efforts and provide for implementation of new programs. As these programs develop, less funding is needed and hence one would expect this funding to decrease. This initial large funding of radically new programs brought much attention. As these programs become operational and have been in existence for a period of time, they require less funding and are no longer viewed as being radically new. For both reasons, these programs will not receive as much attention, thus leading an uninformed observer to believe competency activities are decreasing when in fact they may be gradually increasing as various elements are incorporated into state approaches.

The reader is cautioned not to draw the simple conclusion that more means better. Just because competency-based teacher education and certification has been increasing, it does not mean it has been shown to be a more effective method of preparing or certifying teachers. Although its promise and perhaps success should not be dismissed as a major factor, other forces providing for increased activities would be funding, faddism, desire to find improved methods, or external pressures such as program approval requirements or accountability needs. It would be equally irresponsible to immediately conclude that decreased activity is a direct result of the quality of the concept.

Finally, it may also be surmised that competency-based teacher education and certification has had a lasting impact on teacher education, teacher certification, and program approval. Far into the future, it may not be found in its complete form fitting the rigorous definition proposed by some, but basic elements will be found in various programs in increasing numbers for a long time to come. The proposed NCATE standards with requirements for systems approaches and specification of program outcomes are evidence of this trend.

APPENDIX A

A Description of the Term "Competency-Based Teacher Certification"

The various state approaches to competency-based teacher education/certification can be viewed as being along a continuum (figure 1) and reflect the role of a state in the process. One end of the continuum is a very open system with considerable flexibility, whereas the other end is a highly structured and centralized approach. Easily identifiable state positions have been labeled on the diagram and will be briefly described, but it is important to remember that a continuum implies varying degrees of program types between those identified. A more complete description of the models, a discussion of the issues related to these, and examples, can be found in A Study of Competency Based Teacher Education: Philosophy, Research, Issues, Models by Robert A. Roth.

Informational Model

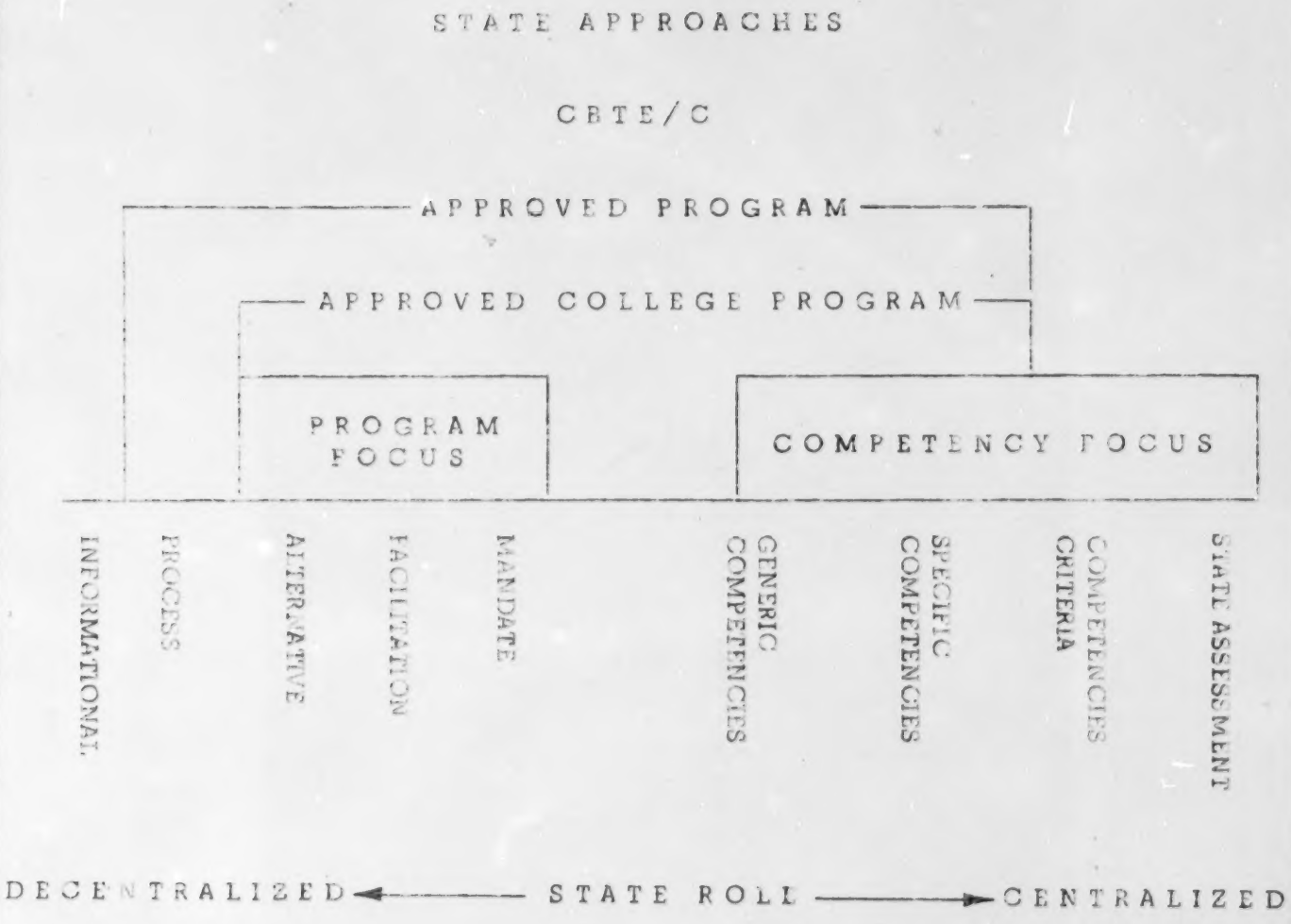
Decision-making is decentralized with local districts conducting the evaluation of the competence of potential teachers. The function of the state is to monitor the local evaluation but not impose standards. The state office would maintain a data bank on all teaching personnel.

Process Model

In this system, the state does not determine the content of the teacher education program. Competencies and performance criteria are not established at the state level The primary role of the state is to define the process for development of teacher education programs, stating who is to be involved and the nature of the involvement.

Alternative Program Model

In this system the state provides that institutions may develop competency-based teacher education programs. Alternative structures are available to the teacher preparation institutions, but all programs are approved by the state. Many states are operating under this approach, some merely because existing regulations provide for experimental programs.


STATE APPROACHES
CBTE/C
APPROVED PROGRAM
APPROVED COLLEGE PROGRAM
PROGRAM FOCUS
COMPETENCY FOCUS
INFORMATIONAL
PROCESS
ALTERNATIVE
FACILITATION
MANDATE
GENERIC COMPETENCIES
SPECIFIC COMPETENCIES
COMPETENCIES CRITERIA
STATE ASSESSMENT
DECENTRALIZED
STATE ROLE
CENTRALIZED

(figure 1)

Facilitation Model

As in the alternative program model, the institutions are free to select their program structure, and the college approved program approach is utilized. The essential difference is that the state actively supports competency-based programs through a number of facilitating activities. The main theme in this approach is to encourage development of programs but to maintain this on a voluntary basis due to the lack of definitive information on program effectiveness.

Mandate Model

In this case, all of the previous model's components apply, except that the teacher preparation institution must develop competency-based teacher education programs. Some of the options have now been closed, but only in terms of program structure. Implicit in this system is a deep commitment to CBTE and faith in its value.

Generic Competencies Model

A general approach to competency-based teacher education/certification is to establish required competencies at the state level. The manner in which these competencies are stated significantly affects the impact they will have on teacher education programs and the role of the state. The competencies can be stated in generic (broad) terms which then serve as guidelines for further specification by teacher preparation institutions.

Specific Competencies Model

In this system the state provides very specific competencies which are utilized by the colleges or preparation units as program objectives. Uniformity in certification with a single set of standards is the essential feature.

Competencies Criteria Model

A model which at times is indistinguishable from the previous one is characterized not only by state adoption of specific competencies but the criterion levels for these as well. Criterion levels specify the evidence that will be accepted that a competency has been demonstrated.

State Assessment Model

In this paradigm specific competencies and criteria are established at the state level, but the assessment of an individual's competence is done by the state. There are several ways in which a state testing procedure can be implemented.

Figure one illustrates the various models described. The titles "approved program" and "approved college program" were added to the continuum by Ted Andrews, formerly with the New York State Department of Education.

A significant question is which of these models are considered competency-based teacher education, and which are considered competency-based teacher certification. Where does one draw the line? It is suggested that the further to the right one goes on the continuum, the more the approach is considered competency-based teacher certification. The informational, process, alternative and facilitation models probably would not be considered certification, but the state assessment model certainly is. Classification of the models between these would be a matter of preference.